



The Montana Comprehensive Assessment System

MontCAS, Phase 2
Criterion-Referenced Test (CRT)

Test Coordinator's Manual

Spring 2006



Important Phone Numbers

As a test coordinator representing your system, you may require more assistance. It is readily available through the offices listed below.

- For information about program administration issues contact:
Sharon Houle, Montana Program Manager
Phone (800) 431-8901, Extension 2186
Email: shoule@measuredprogress.org
OR
Nancy Hall, Montana Program Assistant
Phone (888) 792-2741
Email: nhall@measuredprogress.org
- For information about program policy issues, contact:
Judy Snow, State Assessment Director
Phone: (406) 444-3656
Email: jsnow@mt.gov
OR
Brittanny Black, Administrative Assistant
Phone: (406) 444-4431
Email: bblack@mt.gov
- For information about the CRT-Alternate Assessment, standard and nonstandard accommodations contact:
Bob Runkel or Marilyn Pearson
OPI Division of Special Education
Phone: (406) 444-5661
Email: mpearson@state.mt.us
brunkel@mt.gov
- For information about ELL/LEP, contact:
Lynn Hinch, OPI
Phone: (406) 444-3482
Email: lhinch@mt.gov
- For information about Title I, contact:
B.J. Granbery, OPI
Phone: (406) 444-4420
Email: bgranbery@mt.gov
- For information about students with Migrant status, contact:
Angela Branz-Spall, OPI
Phone: (406) 444-2423
Email: angelab@mt.gov

IMPORTANT DATES

DATE	EVENT
November 22, 2005	<i>Online Student Data System Guide</i> and memo (with password) mailed to System Test Coordinators
December 5, 2005	Online system is available for pre-print data for grades 3-8 & 10.
January 3, 2006	Passwords to access CRT-Alternate Test Booklets online mailed to System Test Coordinators
January 19, 2006	CRT: Grades 3-8: all student data files must be uploaded and updated for barcode label pre-printing. CRT-Alternate: Grades 3-8 and 10: all student data files must be uploaded and updated for barcode label pre-printing.
January 26, 2006	Test Coordinator Manual(s) and Pre-Administration CDs mailed to System Test Coordinators
February 3, 2006	CRT Grade 10: all student data files must be uploaded and updated for barcode label pre-printing
February 3 – 10, 2006	CRT-Alternate test activity materials and training CD arrive to System Test Coordinators
February 4, 2006	CRT-Alternate Test Booklets are posted online for System Test Coordinators to download and print for teachers administering the alternate assessment.
February 13 – March 29, 2006	CRT-Alternate Assessment testing window
February 21 – 24, 2006	CRT test materials (with CRT-Alternate student kits for returning the tests) arrive to System Test Coordinators
March 6 – 29, 2006	CRT testing window
April 3, 2006	UPS pickup of used Student Response Booklets (if a pickup has not been scheduled with UPS)
April 7, 2006	UPS pickup of all other test material (if a pickup has not been scheduled with UPS)
April 24 – May 18, 2006	Online verification of student data after testing (CRT and CRT-Alternate)
June and July 2006	CRT and CRT-Alternate standard setting meetings (Grades 3-8 & 10)
September 15 – 18, 2006	Preliminary reports shipped to System Test Coordinators
September 18 – September 29	System Test Coordinators report discrepancies to OPI and Measured Progress
October 6, 2006	Final reports available via <i>iAnalyze</i>

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CHECKLIST FOR SYSTEM TEST COORDINATORS

BEFORE TESTING:

- _____ Notify schools about testing.
- _____ Receive and inventory test material using the Material Summary. The quantity of test material that Measured Progress sends each school is based on enrollment information provided by schools during the December/January online data submission process. An overage of 5% has been added to each school's enrollment to account for new students who may have enrolled after online enrollments were submitted. In addition, all System Test Coordinators were sent an overage of test material to help expedite requests from schools for additional material.
- _____ The number of test booklets and response booklets contained in the shrink-wrapped packages is indicated on each shrink-wrapped package. Although these counts are very accurate, and since every test booklet shipped to a school **must** be returned, we encourage you to verify the accuracy of these shrink-wrapped numbers when you receive your material.
- _____ Request additional test material online at <http://iServices.measuredprogress.org>. At the welcome screen, select **Montana** and click **Enter**. Select **Order Additional Material** from the left column. Follow the on-screen instructions. Call Measured Progress at 1-888-792-2741 if you should have additional questions.
- _____ Read instruction manuals for test coordinators and test administrators.
- _____ Meet with School Test Coordinators to plan testing schedule and review procedures.
- _____ Distribute manuals, barcode labels, and test material to School Test Coordinators. Have them save the boxes that test material arrived in!
- _____ Download, print, and distribute CRT-Alternate Test Booklets and the CRT-Alternate Administration Manual.
- _____ Distribute the CRT-Alternate Test Material Kits, Student Kits, and teacher training CD.

DURING TESTING:

- _____ Be available to answer questions from School Test Coordinators. Call Measured Progress at 1-888-792-2741 if you should have additional questions.
- _____ Be sure schools have arranged for makeup testing for students who miss all or part of the test. All test sessions—original and makeup—must be scheduled between March 6 and March 29, 2006.

AFTER TESTING:

- _____ Collect all test material from School Test Coordinators on or before March 31, 2006.
- _____ Inventory test material using the Material Summary form.
- _____ **Note:** CRT Student Response Booklets and CRT-Alternate student materials in envelopes labeled "For return of CRT-Alternate student test materials" are to be returned separately from all other material. Special pre-paid, pre-labeled return shipping boxes marked "For Return of Used Answer Documents Only" must be used. These are for the return of **used** Student Response Booklets with a class ID sheet (in white envelope). The boxes identified for return of used answer documents will use UPS 2nd day air service.
- _____ Pack all other secure test material in shipping box(es) for return to Measured Progress. Affix a UPS Return Service (RS) label to the carton(s). These boxes will be returned to Measured Progress using UPS ground service.
- _____ Scheduling a UPS pickup can be made online at <http://iServices.measuredprogress.org>, or by calling UPS directly at 1-866-745-6447.

CHECKLIST FOR SCHOOL TEST COORDINATORS

BEFORE TESTING:

- _____ Receive and inventory test material (5% overage was shipped to each school). Call your System Test Coordinator if you need additional test material.
- _____ Read this manual and the *Test Administrator's Manual*.
- _____ Develop a testing schedule and review procedures with administrators.
- _____ Review test accommodations (standard and nonstandard) with test administrators. Arrange for testing of students who require test accommodations that cannot be made in the regular classroom.
- _____ Distribute all test material to test administrators including student barcode labels for placement on the Student Response Booklet (test booklet cover for grade 3 students).
- _____ Obtain student demographic information from school records for all students for whom a label was not provided. This information is required on pages 1 & 2 of the Student Answer Booklet (see Appendix A: Coding Instructions).
- _____ Meet with test administrators to review testing schedule and administration procedures.
- _____ Supply test administrators with extra #2 pencils, scrap paper, and calculators (if applicable).

DURING TESTING:

- _____ Maintain test security in all settings and locations.
- _____ Be sure that all students have comfortable and adequate workspaces.
- _____ Ensure accommodations are provided to students as appropriate.
- _____ Secure test material between test administration sessions.
- _____ Be available to answer questions as necessary.

AFTER TESTING:

- _____ Verify that the fields on pages 1 & 2 of the Student Response Booklet have been completed for all students for whom a label was not provided.
- _____ Confirm that no paper has been taped, pasted, stapled, or otherwise attached to the Student Response Booklet.
- _____ Verify that each test administrator has properly coded their Class Identification Sheet and that all used Student Response Booklets (with the Class Identification Sheet on top) have been placed in a large white envelope labeled, "For return of used answer documents" (one envelope per test administrator). Seal the envelopes.
- _____ Collect and inventory all secure test material (test booklets) from test administrators. Mathematic Reference Sheets are not secure and may be kept in the classroom and used as a reference tool.
- _____ Complete the **online** *Principal's Certification of Proper Test Administration* form. Print, sign, and return a completed form for each grade level tested with the appropriate grade level test material. Keep a copy for your school records.
- _____ Pack all large white envelopes labeled "For return of used answer documents," white envelopes labeled "For return of CRT-Alternate Student Test Materials," and the "Special Handling" envelopes in the carton labeled "For Return of Used Answer Documents Only." Pack all other secure test material (used and unused test booklets) in the appropriate shipping box(es).
- _____ Return all test material in the appropriate box(es) to System Test Coordinators no later than Friday, March 31, 2006.



What's New for the 2006 CRT Administration

- * The CRT Administration will include Grades 3 through 8 and 10 to meet the requirements of the No Child Left Behind Act (NCLBA).
- * Grade 3 students will use integrated test booklets. Students will be asked to write answers directly in their test booklet. Students in grades 4 through 8 and 10 will record their answers in Student Response Booklets.
- * The process for uploading student data files has been enhanced. The *Online Student Data System* will give systems greater access to student-level data before and after testing. System Test Coordinators will utilize the online system using unique passwords (passwords and instructions were mailed to System Test Coordinators on November 22, 2005) December 5 through January 20 for grades 3 through 8 and December 5 through February 3 for grade 10 students. System Test Coordinators may use their passwords to edit student data online anytime during this window. This process will ensure that barcode labels contain updated information for testing and that reports are accurate. A second data verification window will occur after test administration (April 24 through May 19) to allow System Test Coordinators a second opportunity to verify student data before reporting and AYP calculations.
- * Barcode labels for student response booklets (grades 3-8 & 10) will be included in your test material shipment. Test administrators will place one barcode label on the front cover of each student's response booklet (test booklet cover for grade 3 students) prior to test administration. If barcode labels were used during test administration, only Boxes L & M (accommodations) on page 2 of the student response booklet must be coded after test administration, if applicable.
- * An online *Principal's Certification Form* has been added to the CRT program this year. This form certifies that the administration of the test has been completed according to the requirements in this Test Coordinator Manual. (Detailed instructions for completing this form online will be included in your test shipment.) School Test Coordinators are asked to print two copies of the completed online form for each grade tested. One copy of the form should be signed and returned to Measured Progress with the appropriate grade level's test material. The other copy is for the school files.
- * Changes in Federal law (AYP calculations) regarding nonstandard CRT accommodations:

Nonstandard accommodations are changes in the way testing is presented or the way a student responds to test questions that may alter what the test measures. Teams should exercise extreme caution in considering whether a student requires a nonstandard accommodation. If a student is tested using a nonstandard accommodation, they cannot be counted as having participated in the CRT **and** will receive a score of 200 or Novice due to the fact that the method of measuring proficiency in the subject area did not yield a valid result.

Structure and Format of the Test

The MontCAS, Phase 2 Criterion-Referenced Test (CRT) is a comprehensive assessment, covering a broad range of objectives in reading and mathematics at grades 3 through 8 and 10.

The CRT is composed of two tests: reading and mathematics. Students will record answers to both tests in a single Student Response Booklet, except grade 3 students who will record their answers directly in the test booklet. Directions for administering tests are given in the Test Administrator's Manual. Students may underline words and/or use a highlighter in their test booklets. Scrap paper may be provided to students to assist them during test administration. All scrap paper must be shredded after each test session.

In the CRT, the pool of test items in each grade and subject area is divided into two categories. A portion of the assessment consists of common items, which appear in all forms of the test and are taken by all students. The remainder of the total pool of test items in a grade/subject area is divided among sixteen different forms of the test; each student completes one form. This is called matrix sampling or field testing. The matrix-sampled or field test items provide more complete coverage of the curriculum framework objectives while reducing testing time. Student, school, system, and state results are based only on the common items.

The CRT includes the following kinds of items:

- multiple-choice items, which require students to select the correct answer from four possible responses;
- short-answer items (mathematics test only), which require students to show their work when solving computation problems; and
- constructed-response items, which require students to write a brief (half-page) response or show the solution to a problem. These items take approximately 8–10 minutes to answer.

About the Test

The CRT instruments may be quite different from other standardized tests you have administered. These differences include the following:

- The reading selections represent complete pieces. Some are much longer than the selections in traditional tests.
- The constructed-response and short-answer items included in the test require students to generate and explain their answers.
- Some mathematics sessions refer to a Mathematics Reference Sheet, which may include a punch-out ruler and formulas students may need to answer items. Mathematics Reference Sheets are not secure and may be used in the classroom after testing has been completed.
- Mathematics test sessions 1 & 2A are “Calculator” test sessions. The items in these test sessions assess students’ problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. Computation skills are assessed in “No-Calculator” test sessions 2B & 3. We recommend that students use calculators that are familiar to them (their own or class

calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions.

Universal Test Design

The Criterion-Referenced Test (CRT) was developed and designed using the principles and concepts of “Universal Test Design.” Universal Test Design ensures access to tests for all students by ensuring that test items access the knowledge and skills in the most simple and straight-forward manner possible and the test format presents the items in the most uncomplicated way possible. The CRT is an untimed test, although there are suggested times and guidelines (see Appendix 1 for timing guidelines).

Test Security

Test coordinators and administrators are prohibited from disclosing the contents of the CRT assessments except when required in specific circumstances. Under no circumstances should test booklets or marked Student Response Booklets be circulated among faculty, administrators or other persons.

Any concern about breaches in test security or noncompliance with test administration procedures must be reported immediately to the principal, System Test Coordinator, and State Assessment Director. All System Test Coordinators will receive *OPI Guidelines and Procedures for Test Security*. This OPI publication outlines reporting procedures and should be made available to system superintendents, principals, and test administrators.

Students to be Tested

- **ALL** classroom students enrolled in accredited Montana schools in grades 3 through 8 and 10 are required to participate.
- Students who are eligible for the alternate assessment are not excluded from testing. They simply participate in the alternate assessment (CRT-Alternate).
- Students who have been identified as having Limited English Proficiency (LEP) or who have been instructed in English for three or more years must take the CRT. First year in the United States LEP students are required to participate in the math assessment only – they are excluded from this reading assessment. (See Appendix 1 for LEP guidelines.)
- Part-time students must be included in the CRT if they are enrolled in the district for 180 hours or more for the school year, and if they have not reached the age of 19. Part-time students less than 180 hours enrolled in a mathematics or reading course may participate in the CRT but will not be included in the calculation of averages.
- All suspended students are expected to participate and will be counted in district and school reports.

Students Absent During Testing: The test administrator must keep a list of students absent during regularly scheduled test sessions. These students must be scheduled for makeup test sessions within the testing period (March 6-29, 2006). If a makeup test is not administered to students during the test administration window, the student will receive a scaled score of 200 (Novice) and will be

included in the school average. A used Student Response Booklet must be completed for all students, including students who were absent during the entire testing window.

Large-print: Large-print test booklets are enlarged editions (using 18-point font) of the CRT test booklets. Students may write directly on the large-print test booklet. Test administrators are required to transfer the student’s answers from the large-print test booklet to a Student Response Booklet and code Boxes L & M (#28) on page 2 of the student response booklet.

Braille: Montana will treat the Braille version of the CRT as a test accommodation. Test administrators are required to transfer the student’s answers from the Braille test booklet to a Student Response Booklet and code Boxes L & M (#27) on page 2 of the student response booklet.

Students Eligible for Reporting Exclusions (from calculation of averages)

All students are expected to participate; however, scores of students in the following categories will be excluded from the calculation of averages:

- Foreign exchange students **are required** to participate.
- Students not enrolled in an accredited Montana school (For example: home-schooled student) **may** participate.
- Students enrolled in a private accredited school **are required** to participate.
- Students enrolled in a private non-accredited school **may** participate.
- Students enrolled in a private non-accredited Title 1 school **may** participate.
- Students enrolled part-time (less than 180 hours) taking a mathematics or reading course **may** participate.
- First year in the United States LEP students **are required** to participate in the math assessment only; however, they may be excluded from the reading assessment (See Appendix 1 for LEP Guidelines.).

Test administrators must complete a Student Response Booklet for **all** students using a barcode label or coding pages 1 & 2 of the Student Response Booklet (test booklet for grade 3 students) whether tested or not.

SUMMARY OF ELIGIBILITY FOR REPORTING EXCLUSIONS

EXCLUDED FROM AVERAGES	MUST PARTICIPATE	MAY PARTICIPATE
Foreign Exchange Student	YES	
Students not enrolled in an accredited Montana school		YES
Students enrolled in a private accredited school	YES	
Students enrolled in a private non-accredited school		YES
Students enrolled in a private non-accredited Title I school		YES

EXCLUDED FROM AVERAGES	MUST PARTICIPATE	MAY PARTICIPATE
Students enrolled part-time (less than 180 hrs.) taking a mathematics or reading course		YES
1 st year in United States LEP students may be excluded from reading assessment only (See Appendix 1 for LEP Guidelines.)	YES	

Determining How Students Will Participate in the CRT or CRT- Alternate?

All students with special needs participate in the CRT assessment program either by taking the regular CRT or CRT-Alternate Assessment if they meet the eligibility criteria. Students with special needs and LEP students are often given extensive testing accommodations (See Appendix 1 for accommodation guidelines and a list of standard and nonstandard accommodations.). All persons administering assessments to special education students should be familiar with the assessment guidance that is part of each student's IEP and with the allowed state assessment accommodations. Although testing accommodations often derive from the IEP, any student may be given testing accommodations as long as they parallel the accommodations used for that student in daily instruction and do not invalidate the purpose of the test.

Scores of students taking the CRT-Alternate Assessment are classified into the same four performance categories as students taking the regular CRT assessment. This allows the scores of alternately assessed students to be aggregated with the scores of other students for the performance classification of schools and districts under the No Child Left Behind Act.

OPI has established goals for the performance of children with challenging disabilities that are consistent, to the maximum extent appropriate, with the goals and standards for non-disabled children. Therefore, the CRT-Alternate Assessment is based on a subset of standards taken from the Reading and Mathematics Content Standards. The inclusion of students with disabilities in the assessment and accountability system is critical to ensure appropriate allocation of resources and learning opportunities for these students. The CRT-Alternate Assessment was designed for the less than one percent of the student population for whom traditional assessments, even with accommodations, would be an inappropriate measure of progress. Completion of the CRT-Alternate Assessment accomplishes the following results:

- ensures that students with significant challenges will be represented in school achievement data;
- provides multiple ways for the IEP team (including general and special education teachers, support services, families, and students) to measure progress on relevant student outcomes;
- encourages student choice and decision-making in learning as well as evaluation of student work;
- merges instructional and assessment activities; and
- builds support for meaningful participation in appropriate general education curriculum.

CRT Accommodations (see Appendix 1 for a list of accommodations)

Standard Accommodations

Standard accommodations are available to all students on the basis of individual need regardless of disability status. Decisions regarding standard accommodations should be made informally by the student's educational team on an individual basis, consistent with either previous accommodation decisions for the student or current educational needs. Making accommodations decisions on a group basis rather than on an individual basis is not permitted. Any accommodation(s) must be consistent with those used during the student's regular classroom instruction.

Nonstandard Accommodations

Nonstandard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise **extreme caution** in considering whether a student requires a nonstandard accommodation. Nonstandard accommodations are only available for a student with IEP/504/LEP plans. Students taking a nonstandard accommodation will be included in the 1% accountability (AYP) rule **and** count as having not participated in the CRT (double counted).

Options for Participation

Without Accommodations	With Standard Accommodations	With Nonstandard Accommodations	CRT-Alternate
<ul style="list-style-type: none">• For students who do not require accommodations of any kind.• Group setting• Untimed with guidelines <p><i>See Appendix 1 for Timing Guidelines.</i></p>	<ul style="list-style-type: none">• Available for any student (student with disabilities <u>as well as</u> student without disabilities) when an accommodation is necessary to allow the student to demonstrate his/her skills and competencies.• Must be coded in the Student Response Booklet (Boxes L & M).• May be given in either, or both, reading and math portions.<ul style="list-style-type: none">• Does not change intent/content of the test. <p><i>See Appendix 1: Standard Accommodations.</i></p>	<ul style="list-style-type: none">• For a student when specified in his/her IEP/504/LEP plan.• Must be coded in the Student Response Booklet (Boxes L & M).• May be given in either, or both, reading and math portions.• <u>Changes</u> the intent/content of the test.• When a nonstandard accommodation is used, the student's score will be reported as a 200, NOVICE, performance category for that content area AND be counted as "not participated" in the CRT. <p><i>See Appendix 1: Nonstandard Accommodations.</i></p>	<ul style="list-style-type: none">• For a student when specified in his/her IEP plan.• For students who have a significant cognitive disability.• Must be coded in the Student Response Booklet.• Based on alternate achievement standards.

Instructions for Test Coordinators

The assistance of test coordinators is vital to the success of the CRT program. Test coordinators help to ensure that testing proceeds smoothly, testing materials are properly accounted for, and responses are accurately analyzed. The quality of assessment data depends, in large part, on uniformity of test administration procedures. For this reason, the instructions given in this manual and in the Test Administrator's Manual must be followed closely by both test coordinators and test administrators.

System Test Coordinators

Before Testing

System Test Coordinators serve as the liaison between Measured Progress and local test administrators (teachers, in most cases).

System Test Coordinators' primary responsibilities include the following:

- serve as the school's contact person for Measured Progress;
- coordinate all test activities; and
- oversee the inventory, distribution, collection, and return of all test material.

Receipt and Inventory of Material

Test material will be delivered to System Test Coordinators via UPS (United Parcel Service). Please alert your staff and ask them to notify you when they accept delivery of the material. If you have not received test material by February 24th, immediately telephone the Montana Help Desk 1-888-792-2741.

- Each school in your system will be packed separately by grade. Schools will each have a box labeled "Open Me First-Administrative Material Enclosed." A Material Summary is located in this box. Complete the "Qty Received" and "Qty Returned" columns and return the list with test material at the end of testing. The System Test Coordinator is accountable for returning all secure test material received in the initial shipment and any additional material requests.
- Requests for additional material will be done with Measured Progress's online ordering system at <http://iServices.measuredprogress.org>. At the welcome screen, select Montana from the dropdown menu and click "Enter;" then, select "Order Additional Material" from the left column. Follow the on-screen instructions to order additional material. To access your school's account, you will need your Measured Progress (MP) ship code, located on the first line of your Material Summary.
- Used Student Response Booklets are to be returned separately from all other material. Special pre-paid (2-day UPS), pre-labeled return shipping boxes marked "For the return of used answer documents" will be included with your shipment. These are for the return of used Student Response Booklets with a Class ID Sheet (one sheet per test administrator for class roster reports). This will expedite the return of the used Student Response Booklets to

Measured Progress. All other material are to be returned in their original boxes using the UPS Return Service labels provided.

Affixed to each box is a pre-printed barcode label identifying the material for your system. The information on the label will expedite the tracking of returned material after testing, so please do not remove, destroy, or deface the label. **Save the box(es) and the packing material in which test material were shipped, so that they can be reused when you return the test material to Measured Progress.**

Each delivery will also include UPS Return Service (RS) labels for shipping boxes back to Measured Progress. You will receive the same number of RS labels as the number of boxes shipped to your school. If you use fewer boxes to return material, please include unused RS labels in one of the returned boxes.

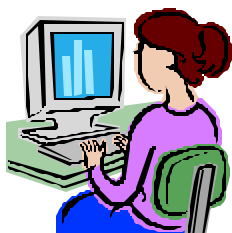
A prompt inventory of test material will allow you time to order additional test material, if needed. Immediately distribute test material to School Test Coordinators!

Test Material Packed for Each School	
Item	Notes
Material Summary	Use this form to inventory material.
Test Administrator's Manual(s)	One manual per test administrator. Extra copies may be duplicated at your school, if needed.
White plastic envelope(s) labeled "For Return of Used Answer Documents"	One envelope per test administrator.
White plastic envelope(s) labeled "Special Handling"	One per grade/school. For used Student Response Booklets needing special handling (voided, torn, or crumpled Student Response Booklets).
CRT-Alternate student "kit" for returning test material	One CRT-Alternate kit per student.
Pre-paid, pre-labeled return shipping boxes labeled "For Return of Used Answer Documents Only"	For return of used Student Response Booklets (answer documents) with class header sheets placed in white envelopes.
Class Packs of Test Booklets	The number of test material included in each class pack is indicated on the front of the pack. There are 16 different forms of the test booklets. It is important to remember that the different forms of the test booklets have been mixed in the class packs so they will be distributed <u>randomly</u> to students. Testing material are to be distributed in the order in which they appear in the class pack. Mathematics Reference Sheets are located in the back of your class pack. These are generic and may be distributed to students during mathematics test sessions.
Class packs of Student Response Booklets	The number of Student Response Booklets in each class pack is indicated on the front of the pack.

Test Material Packed for Each School

Item	Notes
Class Identification (ID) Sheets	One form per test administrator. This form is to be completed by each test administrator after testing and returned with their used Student Response Booklets using the (one) envelope per class labeled “For return of used answer documents.” Class Roster reports will be generated by the placement of Class ID Sheets with used student response booklets. If a Class ID Sheet is not included in the envelope with used Student Response Booklets, students will be reported under a grade/school heading.
Student and Test Administrator Barcode Labels	Barcode labels were generated from the file layout Measured Progress received from System Test Coordinators. Barcode labels were packed by school, grade, and test administrator. Test administrators or test coordinators must place the barcode on Page 1 of the Student Response Booklet (grade 3 students: place on test book cover) prior to the first test session.
Form: “Voided Barcode Labels”	If a student is no longer enrolled in your school, place the student’s barcode label on this form. DO NOT write directly on the barcode label (scanners cannot read barcode labels that have been changed). Please write a brief explanation as to why the barcode label was voided (example: student moved, duplicate label, label was smudged by student).

If you are missing any material indicated on the Material Summary, or if you need additional material, use Measured Progress’s online ordering system at <http://iservices.measuredprogress.org>. If you do not have internet access, please call the Montana Help Desk at 1-888-792-2741.



Ordering Additional Test Material

Only System Test Coordinators may order additional test material. An overage of test material will be shipped to each System Test Coordinator in a separate box labeled “System Test Coordinator: Administrative Envelope Enclosed.” Please store the additional test material in a secure location in the event a school should contact you to request additional test material before or during testing. Please be advised that 5% overage was also shipped to each school. By shipping extra test material to systems and schools in advance of testing, it is our hope that this service will save you time and reduce the amount of requests for overnight test material deliveries.

If you need to order additional test material, go to <http://iServices.measuredprogress.org>. Select **Montana** and follow the on-screen instructions.

After Testing

Return of Material



All testing, including makeup sessions, must be completed no later than Wednesday, March 29, 2006, and all used student response booklets and envelopes labeled “For Return of CRT-Alternate Student Test Materials” must be shipped to Measured Progress no later than Monday, April 3, 2006 using the cartons marked “For Return of Used Answer Documents.” All other test material must be shipped to Measured Progress no later than Friday, April 7.

Make an inventory of all material before returning them using the Material Summary form. As you count material, check the appropriate spaces on the Material Summary. Pack material for return in the carton(s) in which you received them. **If there is room, you may pack all grade levels in one carton using colored paper to separate grade levels.**

School Test Coordinators

School Test Coordinators' activities include the following:

- developing a testing schedule for your school;
- distributing material to test administrators;
- familiarizing yourself with procedures detailed in the *Test Administrator's Manual* and meeting with teachers to discuss those procedures and answer questions;
- seeing that testing procedures are followed;
- securing background information on students' participation in special education or other programs and possible accommodations for testing. If students are enrolled in such programs or take the assessment using accommodations, that information must be noted on page 2 of the Student Response Booklet;
- handling test accommodations according to guidelines in this manual;
- determining what special programs, if any, you will want to code on the students' response booklets; and
- seeing that test administrators administering the CRT-Alternate have transferred student scores from the CRT-Alternate Test Booklet to the Student Response Booklets.
- seeing that test administrators administering the CRT-Alternate have placed barcode labels on the CRT-Alternate Test Booklet, Student Response Booklet (SRB), student evidence, and teacher recording sheets.
- seeing that test administrators administering the CRT-Alternate have placed the above materials, the Class Identification Sheet, and the Material Replacement Form in the envelope labeled "For return of CRT-Alternate Student Test Materials." One envelope per student.

Before Testing

Scheduling Test Sessions

The test must be given to students between March 6 and March 29. Schedule the testing in your school early enough during this period to allow time for makeup testing, if needed. You must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions. See Appendix 1 for recommended testing schedules and testing guidelines.

Distributing Material and Briefing Test Administrators

As the School Test Coordinator, you should review the Test Administrator's Manual and become familiar with the information in that manual. Distribute a manual to each teacher who will be administering the test. After teachers have had an opportunity to read the manual, schedule a meeting to distribute material, to review testing procedures and schedules, and to answer any questions they may have about administering the assessment.

During the meeting of test administrators, distribute and review:

- student testing material—test booklets, response booklets and barcode labels;
- review where on page 1 of the Student Response Booklet (test booklet for grade 3 students) the barcode label is to be placed (shaded area labeled “Place Label Here”);
- Class Identification (ID) Sheets (one per class);
- extra #2 pencils for test administrators to lend to students who do not bring their own to the testing sessions;
- scrap/scratch paper; and
- information regarding accommodations (Boxes L & M) on page 2 of the Students’ Response Booklets when testing is complete, if applicable.

Please remind test administrators that there are sixteen test forms per grade and must be distributed (as packed) in random order. All sixteen test forms have the same set of common items (items previously field tested and used for scoring) but different matrix items (embedded field test). This system of testing permits the release of common items each year. If needed, class packs of test booklets may be split to accommodate the number of students in any one testing group within a school if this accommodation is required.

Test administrators should be aware that their primary role is to encourage students to take the task seriously and do their best on the tests, to give clear directions to students, and to monitor student performance to see that directions are followed. Administrators may not comment on students’ work or help them in any way except when completing their student demographic information on the front cover of the Student Response Booklet or test booklet for grade 3 students.

Barcode Labels

Student and test administrator barcode labels were included in school test material shipments. Please review the Summary of Barcode Information with your test administrators prior to test administration.

SUMMARY OF BARCODE INFORMATION

What to do if a student...	Answer	Activity
enrolls in a school after the barcode label database has been submitted to Measured Progress.	Code ALL student-level information on pages 1 & 2.	Follow directions in the Coding Checklist (see page 20).
is no longer enrolled.		Place the voided label on the form labeled, “Voided Barcode Labels.” Put this form in the “Special Handling Envelope” for return to Measured Progress. Do not write directly on the barcode label.

What to do if a student...	Answer	Activity
has a different teacher/test administrator since the data file was submitted to Measured Progress in January.	Class Roster reports will be generated from the Class ID Sheet submitted at the time of testing. Students will be linked to the teacher identified on the Class ID Sheet.	Provide the appropriate test administrator with the student's barcode label.
moved to a new school within the same system.	Provide the new school with the student's barcode label.	System Test Coordinators will verify student's data was reported in the correct school during the online data verification window (April 24 through May 19).

During Testing

Be available to answer questions. System Test Coordinators may call Measured Progress at 1-888-792-2741 if you should have additional questions.

Arrange makeup testing for students who miss all or part of the test. All test sessions—original and makeup—must be scheduled between March 6 and March 29. See Appendix 1 for guidelines on timing and scheduling testing sessions.

As test coordinator, you are responsible for assuring the security of material in the test. You must notify test administrators that test items are secure and must not be released, copied, or duplicated in any way. Using the current year's test material to familiarize students with test-taking strategies is a violation of test security and testing procedures.

After Testing

Collecting Material After Testing

After original test sessions and makeup sessions are completed, all used and unused test material must be returned to the School Test Coordinator. When material are returned, check to see that

- all test material, whether used or unused, has been returned by each test administrator;
- all test booklets for the assessment have been returned and counted;
- Student Response Booklets (Test Booklets for grade 3 students) have been completed accurately for each student, whether the student was fully tested, partially tested, or totally excluded from the test;
- the Student Response Booklets (Test Booklets for grade 3) are in good condition and are free

of erasure bits, and that erasures have been made completely;

- be sure all accommodations and participation information is coded (Boxes L-N, if applicable);
- each test administrator has placed used Student Response Booklets behind a Class Identification Sheet into a large, white envelope labeled “For Return of Used Answer Documents Only.” Grade 3 test booklets should be arranged in the same order including CRT-Alternate Student Response Booklets, if applicable.
- used student response booklets (or grade 3 test booklets) that are frayed, torn, or in a condition that should be brought to our attention (for example: student had a nose bleed or was sick during testing, student used two student response booklets, one for math and one for reading due to an accommodation) must be returned to Measured Progress in the “**Special Handling**” envelope. Measured Progress program management staff will examine all items in the “Special Handling” envelope and hand-process the material requiring special attention;
- labels were appropriately placed on CRT-Alternate Test Booklets, student evidence, teacher recording sheets, Student Response Booklet (SRB), and white envelope labeled “For return of CRT-Alternate test material.”
- all scratch paper and other non-secure test material have been returned to you for shredding.

Return all test material to the System Test Coordinator on or before Friday, March 31, 2006.

Packing Test Material

Used Student Response Booklets (and grade 3 test booklets) and envelopes labeled “For Return of CRT-Alternate Student Test Materials” are to be returned separately from all other material. Special pre-paid, pre-labeled return shipping boxes marked “For the Return of Used Answer Documents Only” were included with your shipment (See Table 1 on page 18.). These are for the return of used Student Response Booklets (and grade 3 test booklets) with a Class Identification form, which were placed in white plastic envelopes by test administrators, and other administrative forms. All other secure test material are to be returned in their original boxes using the UPS Return Service labels provided (See Table 2 on page 19.).

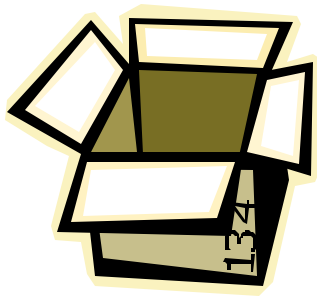


TABLE 1:
Carton Labeled “For the Return of Used Answer Documents”

PACKING ORDER FOR CARTON

Top of Carton
Material Summary
Sealed envelopes labeled “For Return of Used Answer Documents” containing used Student Response Booklets (CRT) and Grade 3 Test Booklets with Class Identification (ID) Sheets
Sealed white envelopes labeled “For Return of CRT-Alternate Student Test Materials”
Envelope(s) labeled “Special Handling” containing Student Response Booklets needing special handling; such as: booklets that were destroyed by a student, torn or frayed on edges, etc.
Bottom of Carton

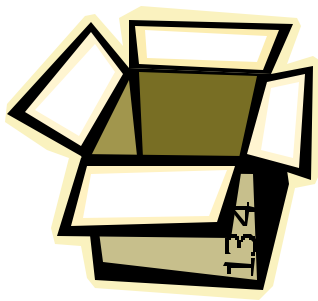


TABLE 2:
Cartons For Returning All Other Test Material

Packing Order for Each Carton

Top of Carton
Envelopes containing alternate assessment(s) manuals and evidence
<p>Used and unused student test forms/booklets.</p> <p>Test forms/booklets are secure and must be returned to Measured Progress.</p> <p>Mathematics Reference Sheets are not secure and may be kept for use in the classroom.</p>
<p>Test Coordinator and Test Administrator Manuals (you may keep these manuals if you wish)</p>
Bottom of Carton*

* If your school needs more than one carton, assure that material go into the multiple cartons following this sequence.

Reseal the carton(s) using heavy-duty packing tape. Cross out or tape over any old address labels, leaving the bar code label(s) untouched. Include in the first carton any extra UPS RS labels that you did not use.



Instructions for Using UPS Return Service

Step 1	Locate the UPS Return Service (RS) label for every box being returned. A single UPS label has been provided for each box you received. The preprinted label contains the system name, street address, city, state, and zip code at the top of the label.
Step 2	Adhere the UPS RS label to each box being returned. Place the label over the original label on the box.
Step 3	When your test material are sealed and ready to be returned to Measured Progress you will have to select <u>one</u> of the following options.

Arrangements for UPS pickup must be made no later than 11:00 AM, on Monday, March 27 for pickup on Monday, April 3, 2006.

Option 1

You will need to request a UPS pickup online at <http://iServices.measuredprogress.org>. At the welcome screen, select your contract from the dropdown menu and click “Enter,” then select “UPS Pickup Request” from the left column. Follow the on-screen instructions to place a UPS pick up request. Requests for pick up made after 12 pm Mountain Standard Time (2:00 pm Eastern Standard Time) will require the pick up to be made on the second business day after the request is received. You will need the UPS tracking number (found on the UPS Return Service label) to enter your request. Only one tracking number is needed even if you have multiple boxes to return.

Option 2

You can contact UPS directly by calling 866-745-6447. You will need the UPS tracking number (found on the UPS Return Service label) to enter your request. Only one tracking number is needed even if you have multiple boxes to return.

If you have any questions regarding the return of material, contact the Montana Service Center toll free at 888-792-2741.

Directions for Coding Student Response Booklets
(Pages 1 & 2 of Grade 3 Test Booklets)

STUDENT-LEVEL DEMOGRAPHIC INFORMATION (PAGES 1 & 2)	BEFORE TESTING (LINKED VIA BARCODE LABEL – NO NEED TO CODE IF A STUDENT HAS A BARCODE LABEL)	DURING TESTING	AFTER TESTING
Box A: FORM		☺	
Box B: STUDENT NAME	☺		
Box C: STUDENT ID	☺		
Box D: SCHOOL CODE	☺		
Box E: BIRTH DATE	☺		
Box F: GENDER			☺
Box G: ETHNICITY			☺
Box H: SPECIAL EDUCATION			☺
Box I: PROGRAM INFORMATION			☺
Box J: REPORTING EXCLUSIONS			☺
Box K: ALTERNATE ASSESSMENT			☺
Box L: ACCOMMODATIONS FOR READING			☺
Box M: ACCOMMODATIONS FOR MATH			☺

Test administrators must complete a Student Response Booklet (Test Booklet for grade 3) for ALL students using a barcode label or coding pages 1 & 2 of the Student Response Booklet (Test Booklet for grade 3) whether tested or not.

CODING DIRECTIONS

(If a barcode label was used)

Students': Coding During Testing

Please allow 5-10 minutes before the start of the first test session to briefly familiarize students with their test material. During this time period, students will:

- 1) verify their name on the barcode label that was previously placed on the Student Response Booklet (on test booklet for grade 3 students);
- 2) write their name and teacher's name on their test booklet and Student Response Booklet (grades 4-8 & 10); and
- 3) code Box "A": Form Number.

Code Box B: Vocational Education Concentration (Grade 10 Only)

Test Administrators must prepare the following list either on a board or as a handout then follow the directions for student coding in the *Test Administrator's Manual*.

Codes for Areas of Vocational Concentration

A	Agriculture
B	Business
C	Marketing
D	Health Occupations
E	Family & Consumer Services
F	Technology
G	Trades & Industries
H	A blend of courses in 2 or more of the above.

Test Administrator: Coding After Testing

Code Boxes L & M: Standard and Nonstandard Accommodations (if applicable)

Standard accommodations are changes in the routine conditions under which students take the criterion-referenced tests (CRT), and involve changes to timing or scheduling of the test, test setting, test presentation, and how the student responds to test questions. Standard accommodations are available to all students if they have been part of the student's classroom routine two months prior to testing. Accommodations must be coded in Boxes L & M for grades 4 & 8 and Boxes M & N for grade 10 students.

Use the accommodation codes in Appendix 1 to identify the accommodation(s) provided to eligible students after testing has been completed.

Code Class Identification (ID) Sheets

The purpose of the Class Identification (ID) Sheet is to identify the way in which the accompanying Student Response Booklets should be organized for reporting purposes. CRT-Alternate Test Administrators and CRT Test Administrators must complete a Class ID sheet for each class and grade tested. Failure to properly code this form will result in incorrect Class Roster and Item Analysis Reports.

If a barcode label was not provided with your test material, please code the following information on the Class ID Sheet:

- Teacher Name (Last Name, First Name)
- School Code
- Number of Returned Used Student Response Booklets
- Grade

If a barcode label was provided with your test material, place the barcode label in the appropriate area and code only the number of returned used Student Response Booklets.

Local Coding (optional)

Page 15 of the Student Response Booklet contains twenty additional coding options for school or district use. Schools or districts may utilize this area for student questionnaires. If this area is utilized, the data collected will be forwarded to schools via an Excel file on your school or district CD. The CDs will be shipped with other report material in late September.

Completing Principal's Certification of Proper Test Administration

The online *Principal's Certification of Proper Test Administration* form certifies that the administration of the test has been completed according to the requirements in this *Test Coordinator Manual*. (Detailed instructions for completing this form online will be included in your test shipment.) **Please print two copies of the completed online form for each grade tested. One copy of the form should be signed and returned to Measured Progress with the appropriate grade level's test material. The other copy is for the school files.**

COMPLETE CODING DIRECTIONS

(If a barcode label was not used/new students)

Test Administrator: Coding Before Testing

BOX A:

Form Number: student will enter during testing (front cover of test booklet)

BOX B:

Student Last Name: enter and bubble-in the last name of the student.

Student First Name: enter and bubble-in the first name of the student.

BOX C:

Student Identification (optional): Enter and bubble-in Box C if student ID numbers are used by your school/district. If less than 10-digits, please enter leading zeros to create a right-justified entry.

BOX D:

School Code: enter and bubble-in the 4-digit school code (Sc).

BOX E:

Birth Date: enter and bubble-in the student's date of birth as a two-digit month, two-digit day, and 4-digit year (00/00/0000).

Test Administrator: Coding After Testing

BOX F:

Gender: bubble-in the student's gender.

BOX G:

Ethnicity: bubble-in one code:

American Indian or Alaska Native

Asian

Hispanic

Black or African American

Native Hawaiian or Other Pacific Islander

White

BOX H: SPECIAL EDUCATION

Below is the list of the thirteen allowable disabilities and their codes. Code **all** that apply.

AU	Autism
CW	Child with a Disability
CD	Cognitive Delay
DB	Deaf-Blindness Impairment
DE	Deafness
ED	Emotional Disturbance
HI	Hearing Impairment
LD	Learning Disability
OH	Other Health Impairment
OI	Orthopedic Impairment
SL	Speech/Language
TB	Traumatic Brain Injury
VI	Visual Impairment

BOX I: PROGRAM INFORMATION

SE	Special Education student, identified as being disabled, who has an IEP.
504	Student identified as 504, who has a 504 plan.
MG*	Student who has migrant status. A child is designated "migrant" and considered eligible for services under the Title I Part C statute if he or she meets very specific conditions extracted from the law. A detailed definition follows this chart.
GT	Gifted student identified and served.

LEP/ELL**	Student identified as limited English proficient. Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered. A detailed definition follows this chart.
Former LEP	Student cannot be current LEP.
F/RL	<p>Student who is eligible for free or reduced-price lunch participation. Due to the confidential nature of this designation, the response booklet must be coded by:</p> <ul style="list-style-type: none"> (a) a district or school building test coordinator, OR (b) the local school district official who determines free and reduced-price eligibility (i.e., school food official) <p>If the coding is to be done by a test coordinator, then the school food official will provide a list of free and reduced-price eligible students to the test coordinator. Upon completion of the coding, the test coordinator must return the list to the school food official. If the coding is to be done by the school food official, then the test coordinator will give the Student Response Booklets to the school food official. Upon completion of coding, the school food official is to return the Student Response Booklets to the test coordinator.</p>
TM (local option)	Title I Math
TR (local option)	Title I Reading
Significant Cognitive Disability	Code if the student has a significant cognitive disability.

* MG: A child is designated “migrant” and considered eligible for services under the Title 1 Part C statute if he or she meets very specific conditions extracted from the law. A migratory child means:

- a. a child who is, or whose parents, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher; and
- b. who, in the preceding 36 months, accompanying such parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work has moved from one school district, to another.

NOTE: Districts may not make migrant eligibility determinations without assistance from the Office of Public Instruction; however, once identified the child must be coded on any standardized achievement test taken.

****LEP/ELL:** Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered when identifying LEP/ELL students. A student must be identified as one of the following:

1. an individual who was not born in the United States or whose native language is a language other than English;
2. an individual who comes from an environment where a language other than English is dominant;
3. an individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

The student must also have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

BOX J: REPORTING EXCLUSIONS (FROM CALCULATION OF AVERAGES)

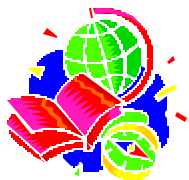
Code all reporting exclusions that apply (if applicable):

- 1st year in the United States LEP student;
- Foreign exchange student ;
- student not enrolled (home-schooled);
- part-time student enrolled part-time (less than 180 hours) taking a mathematics or reading course;
- student enrolled in a private accredited school;
- student enrolled in a private non-accredited school;
- student enrolled in a private non-accredited Title 1 school;
- not in school full academic year*; and
- not in district full academic year*.

* Full academic year: Student entered on or before the official Fall enrollment count and remained continuously enrolled through the last day of the school's testing window. The school's testing window must be the same as, or fall within, the state testing window.

BOX K: ALTERNATE ASSESSMENT

Code if the student participated through alternate assessment this year (Student has a significant cognitive disability.).



Glossary of Terms

Term	Definition
Academic Year (full)	Student entered on or before the official Fall enrollment count and remained continuously enrolled through the last day of the school's testing window. The school's testing window must be the same as, or fall within, the state testing window.
Accommodations	Special arrangements given to a student who is unable to take the assessment under normal circumstances.
Alternate Assessment	Process by which teachers collect information (performance event) that reflects the student's abilities; for the small percentage of students for whom accommodations to the regular assessment will not give results representative of those students' abilities.
Common items	A group of items that appear in all forms of the assessment in the same location across forms, to allow comparison of individual student performance, and most, if not all, of which are released with results for use in the classroom.
Constructed-response item	An item that requires more than one or two words for a response; also called an open-response item.
Criterion-referenced test	An assessment that compares a student's performance to a specific standard or standard of achievement established for an entire content domain or for a sub-domain.
Mathematics Reference Sheet	Usually a card-stock document that includes a ruler, formulas, and other information that students can use during the test administration to aid them in answering the questions.
Matrix (embedded) item	Items present only as trial items on test forms; similar to field-test items but without a separate test.

Appendix 1: Guidelines to Frequently Asked Questions

Recommended Testing Schedule and Test Administration Guidelines

Although testing times are suggested as a minimum guideline, please remember that the CRT Assessments are not timed. These tests are performance assessments; therefore time limits should not be strictly enforced. Students should be allowed to continue as long as they are working productively. However, the amounts of testing time indicated in the charts below reflect time ranges most students should need to complete the assessment. If a student needs additional time beyond the suggested time range, move the student to a designated area. Schools should set aside a separate classroom space on testing days to continue testing for any student who needs more than the scheduled time per session to finish his/her work. If additional classroom space is not available, schools may consider using the guidance office for this purpose. After the students who required additional time has completed their test, code the additional time as a standard test accommodation.

If students complete a test session early, those students may go back and check work in that session of the test only or close the test booklets and sit quietly. Students may not work on any other session of the test. Plan an activity for students to do when they finish each session. Since some students will finish early, it is important for them to be quietly occupied so they will not disturb those students who require more time.

The test sessions and estimated time to complete each session are shown in the charts below.

Recommended Testing Schedule

Grades 3 – 8 Recommended Reading Testing Schedule		
DAY 1 Reading	Test Activity	Time Range (in minutes)
	General Instructions	5-10
Session 1	Reading Session 1	45-55
DAY 2		
Session 2	Reading Session 2	45-55
	Break	
Session 3	Reading Session 3	45-55

Grades 3 – 8 Recommended Mathematics Testing Schedule		
DAY 3 Mathematics	Calculators ARE allowed	Time Range (in minutes)
Session 1	Mathematics Session 1	45-55
	Break	
Session 2A	Mathematics Session 2A	20-30
DAY 4 Mathematics	Calculators are NOT allowed	
Session 2B	Mathematics Session 2B	20-30
	Break	
Session 3	Mathematics Session 3	45-55

Grade 10 Recommended Reading Testing Schedule		
DAY 1 Reading	Test Activity	Time Range (in minutes)
	General Instructions	10-20
	Break	
Session 1	Reading Session 1	50-60
DAY 2		
Session 2	Reading Session 2	50-60
	Break	
Session 3	Reading Session 3	50-60

Grade 10 Recommended Mathematics Testing Schedule		
DAY 3 Mathematics	Calculators ARE allowed	Time Range (in minutes)
Session 1	Mathematics Session 1	50-60
	Break	
Session 2A	Mathematics Session 2A	20-30
DAY 4 Mathematics	Calculators are NOT allowed	
Session 2B	Mathematics Session 2B	20-30
	Break	
Session 3	Mathematics Session 3	50-60

Guidelines on Test Administration

- For scheduling purposes, each session must be treated as an intact unit. That is, once students start a session of the test, they must finish it within the session block; under no circumstances may they go back to complete or revise an earlier session once they have moved on to another session.
- Total testing time is approximately 4.5 hours. Scheduling the different test sessions over the course of at least three to four days is advised to minimize student fatigue and allow students to do their best work on the test. Test sessions may be scheduled to fit the overall school schedule. In math, the calculator sessions must be done first, and then the calculators should be put away.
- It is recommended that the sessions be given in the order presented in the test booklet. However, a school may choose to alternate reading and math sessions as long as the calculator sessions are completed before the non-calculator sessions.
- The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium. The test is designed to assess a wide range of student abilities and to provide information to schools and districts about student performance. All students should be tested in surroundings that will provide them with the opportunity to do their best work on the assessment. In schools where students in several classes are being tested, each classroom of students should take the same test session simultaneously.
- Testing schedules should be arranged so students do not become fatigued. Especially for fourth-grade students, Measured Progress recommends that these students not be tested any longer than two hours in any one day, with at least a one-hour break between any of the two hours of testing. We recognize that this might not be possible or even the most convenient schedule for your students, but we urge you to space sessions appropriately.
- Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for continuous administration of each test part.

Guidelines for Standard and Nonstandard Test Accommodations

Standard accommodations are changes in the routine conditions under which students take the criterion-referenced tests (CRT) that do not alter what is measured by the test. Standard accommodations for the CRT:

- Are available to students with IEP, 504, or LEP plans.
- Are available to all students if the accommodation(s) has been part of the student's classroom routine three months prior to testing.
- Are determined on an individual basis, student by student, rather than for groups of students.
- Can involve changes in timing and scheduling, setting, how the test is presented, how the student responds to the test questions, and how the student's answers are recorded.
- Questions and Answers:
 - Q: All my students use graphical organizers. Can they use them during testing?
A: No. Accommodations are determined on an individual not a class basis and should not use materials regularly used in the classroom for instruction.
 - Q: I have math formulas on posters in the classroom. Should I cover or remove them during testing?
A: Yes, cover or remove them. Math reference sheets are provided for use during all CRT math tests. During testing, cover or remove any instructional materials.
 - Q: During test sessions, can teachers prompt students to check answers or write more?
A: No. Instead, before testing, encourage students to check answers and write complete responses.
 - Q: Some of our students who are identified as gifted work very slowly on tests to make sure that they have not made any mistakes. What, if any, time limits should be placed on them?
A: It is important to remember that accommodations are available to all students IF they have been a regular part of the student's classroom routine prior to testing. Use the student's typical work pace as a guide when evaluating their need for extra time.

Use the accommodation codes on the following pages to clarify accommodations and to code Boxes L & M on page 2 of the Student Response Booklet after testing. Coding #29 (standard accommodation) and #33 (nonstandard accommodation) for "Other" requires advance verification from OPI. Contact Judy Snow, State Assessment Director, in advance for verification. Contact information may be found on the inside cover of this manual.

Standard CRT Accommodations

(CODE ALL THAT APPLY)

Scheduling Accommodations

Tests were administered

1. at a time of day or a day of the week based on student needs.
2. in appropriate blocks of time for individual student needs, followed by rest breaks.
3. with time extended beyond the regular test administration allotments until, in the administrator's judgment, the student could no longer sustain the activity.

Setting Accommodations

Tests were administered

4. individually (one-on-one).
5. in a small group.
6. in a carrel.
7. in an alternative setting.
8. by other school personnel known to the student (e.g., LEP, Title I, Special Education).
9. at the student's home, by school personnel.
10. with the student seated in front of the classroom.
11. with the teacher facing the student.

Equipment Accommodations

Tests were administered

12. with the student using magnifying equipment.
13. with the student wearing noise buffers.
14. using a template.
15. with the student using amplification equipment (e.g., a hearing aid or auditory trainer).
16. with the student using a typewriter or word processor (without activating spellchecker).
17. using voice-actuated technology.
18. using a bilingual dictionary.

Recording Accommodations

19. The student's answers were dictated to the test administrator and recorded in the student response booklet by the test administrator.
20. The student marked or wrote answers with the assistance of a technology device or special equipment. The student's answers were transferred by the test administrator to the student response booklet.
21. Other assistive technology routinely used by the student that does not change the intent or content of the test was used.

Modality Accommodations

22. Tests were read to the student by the test administrator (with the exception of reading passages). Note: Readers must read test items/questions to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.

23. Tests, including directions, were interpreted for student with deaf or hearing-impaired student (with the exception of interpreting the reading test).
24. An administrator gave test directions with verification (by using a highlighter) that the student understood them.
25. An administrator assisted students in understanding test directions including giving directions in native language.
26. Tests were read in “Sheltered English” content for an LEP student (with the exception of reading the reading test).

Other

27. Braille
28. Large Print
29. Other (with verification from OPI in advance of the testing window).

Nonstandard CRT Accommodations (For Students with an IEP)

Nonstandard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise caution in considering whether a student requires a nonstandard accommodation. **Nonstandard accommodations are only available for a student with IEP/504/LEP plans. Students taking a nonstandard accommodation will be included in the 1% accountability (AYP) rule and count as having not participated in the CRT (double counted).**

- Students taking a nonstandard accommodation will automatically be reported in the NOVICE performance category (score of 200) for that content area AND be counted as not participated. Test administrators will code the nonstandard accommodation in Boxes L & M (grades 3 – 8) and Boxes M & N (grade 10) of the student’s response booklet.

The following is a partial listing, by example, of methods of administration that would be considered to be nonstandard.

CODE ALL THAT APPLY:

30. Reading aloud the reading test to a student or the student uses text-reader software. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in reading who without the text being read, could not participate in this portion of the test.
31. Student uses a calculator, number chart, arithmetic table, or manipulatives on no-calculator sections of the mathematics test. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in math who, without the use of a calculator, would not be able to perform any math calculations or functions.
32. Tests were translated into native language for an LEP/ELL student. Translation is to be done by local personnel.
33. Other (with verification from OPI in advance of the testing window).

LEP Guidelines

It is important that districts correctly identify Limited English Proficient (LEP) students consistent with the Office of Public Instruction (OPI) Annual Data Collection. Participation for LEP students in MontCAS Phase 1 (the Iowa Tests—the NRT) and MontCAS Phase 2 (the Criterion-Referenced Test and the Criterion-Referenced Test Alternate) differs.

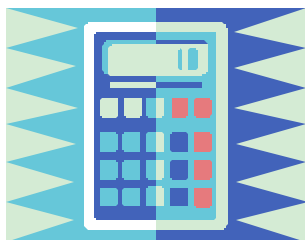
MontCAS Phase 1

The Board of Public Education rule states that LEP students who have received fewer than three years of instruction in English may be waived from participation provided that they are given an alternate assessment. The Alternate Assessment Scales for the Iowa Tests are appropriate for this use in some instances. In other cases, a test of English language proficient such as the Woodcock Munoz or the IDEA Proficiency Test (IPT) may be more appropriate. Details concerning LEP participation in MontCAS Phase 1 provided separately with the Iowa Test material.

MontCAS Phase 2

The No Child Left Behind Act (NCLB) requires that all LEP students participate in the statewide assessment that determines Adequate Yearly Progress (AYP). Although some states provide alternate tests in the native language, Montana does not. In addition, the CRT Alternate is exclusively for students with significant cognitive disabilities and is based on alternate achievement standards. The OPI expects that the range of accommodations available in the CRT will allow most LEP students to fully participate in the regular assessment.

Guidelines for Use of Calculators



Mathematics test sessions 1 and 2A are “Calculator” test sessions. The items in these test sessions assess students’ problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. Computation skills are assessed in “No-Calculator” test sessions 2B and 3.

“Calculator” test sessions 1 and 2A **must** be performed before “No-Calculator” test sessions. After completion of the “Calculator” test sessions, calculators should be put away.

Use of calculators in the Mathematics Sessions 2B and 3, constitutes a nonstandard accommodation, and must be specified in a student’s IEP/504/LEP plan. When calculators are used in such a case, the student’s score will be reported as a 200, NOVICE.

We recommend that students use calculators that are familiar to them (their own or class calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions. (Test administrators may wish to have additional calculators on hand to loan to students, as needed.)

Although practice varies, the following calculator types are commonly used in grades 3 - 8 and 10; however the most important factor is a student’s familiarity with the calculator.

Grades 3-6: four-function calculator

Grade 7-8: scientific calculator

Grade 10: graphing calculator

**Appendix 2: Student Response Booklet
(Pages 1 & 2)**

MONTANA COMPREHENSIVE ASSESSMENT SYSTEM (MONTCAS, PHASE 2)

CRT AND CRT - ALTERNATE SPRING 2006 GRADE 4 STUDENT RESPONSE BOOKLET



B STUDENT NAME																			
LAST NAME										FIRST NAME									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

STUDENT NAME:
TEACHER NAME:

A FORM (COVER OF TEST BOOKLET)
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

C STUDENT IDENTIFICATION (Optional)									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

D SCHOOL CODE(Sc)			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

E BIRTH DATE					
MONTH		DAY		YEAR	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

PLACE LABEL HERE

* V A R I A B L E B C *

PLEASE DO NOT WRITE IN THIS AREA																			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F GENDER
☐ Female ☐ Male

G ETHNICITY
(Mark only one.)
☐ American Indian or Alaska Native
☐ Asian
☐ Hispanic
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ White

I PROGRAM INFORMATION
(Mark all that apply.)
☐ SE (student has an IEP)
☐ 504
☐ MG
☐ GT
☐ LEP/ELL (Cannot be former LEP)
☐ Former LEP (Cannot be current LEP)
☐ F/RL
☐ TM (local option)
☐ TR (local option)
☐ Significant Cognitive Disability
 (Student should participate through CRT-ALT)

H SPECIAL EDUCATION
 For each student with an identified disability(ies) under IDEA-97 who has an IEP, please bubble-in the appropriate special education code to identify his/her disability(ies). *(Mark all that apply.)*
☐ AU ☐ DE ☐ OH ☐ VI
☐ CD ☐ ED ☐ OI
☐ CW ☐ HI ☐ SL
☐ DB ☐ LD ☐ TB

J REPORTING EXCLUSIONS
(From Averages) *Mark all that apply.*
☐ 1st year in U.S. LEP student
☐ Foreign exchange student (These students are required to be tested.)
☐ Student not enrolled (For example: homeschooled student)
☐ Student enrolled part time (less than 180 hours) taking a reading or mathematics course
☐ Student in a private accredited school (These students are required to be tested.)
☐ Student in a private non-accredited school
☐ Student in a private non-accredited Title 1 school
☐ Not in school entire academic year
☐ Not in district entire academic year

K ALTERNATE ASSESSMENT
☐ The student participated through alternate assessment this year. (Student has a significant cognitive disability.)

FOR TEST ADMINISTRATOR USE ONLY. AFTER TESTING IS COMPLETE
 Regardless of barcode label, this information **MUST** be completed by teacher/staff after testing is complete. Mark **ALL** options that apply to this student. (Please refer to the Test Administrator's Manual for more information.)

L STANDARD ACCOMMODATIONS—READING
(Mark all that apply.)
☐ 1 ☐ 6 ☐ 11 ☐ 16 ☐ 21 ☐ 26
☐ 2 ☐ 7 ☐ 12 ☐ 17 ☐ 22 ☐ 27
☐ 3 ☐ 8 ☐ 13 ☐ 18 ☐ 23 ☐ 28
☐ 4 ☐ 9 ☐ 14 ☐ 19 ☐ 24 ☐ 29
☐ 5 ☐ 10 ☐ 15 ☐ 20 ☐ 25
NON-STANDARD ACCOMMODATIONS
☐ 30 ☐ 31 ☐ 32 ☐ 33

M STANDARD ACCOMMODATIONS—MATHEMATICS
(Mark all that apply.)
☐ 1 ☐ 6 ☐ 11 ☐ 16 ☐ 21 ☐ 26
☐ 2 ☐ 7 ☐ 12 ☐ 17 ☐ 22 ☐ 27
☐ 3 ☐ 8 ☐ 13 ☐ 18 ☐ 23 ☐ 28
☐ 4 ☐ 9 ☐ 14 ☐ 19 ☐ 24 ☐ 29
☐ 5 ☐ 10 ☐ 15 ☐ 20 ☐ 25
NON-STANDARD ACCOMMODATIONS
☐ 30 ☐ 31 ☐ 32 ☐ 33